

School No.: 158909

# **Quality Review Report (Translated Version)**

**Fu Heng Baptist  
Lui Kwok Pat Fong Kindergarten**

**G/F, Block 1, Heng Tai House, Fu Heng Estate, Tai Po, New Territories**

**22, 23 & 25 May 2023**

**Kindergarten Inspection Section  
Education Bureau**

**Education Bureau**  
**The Government of the Hong Kong Special Administrative Region**

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**Dates of Quality Review: 22, 23 & 25 May 2023**

- School met the standards of Quality Review**
- School did not meet the standards of Quality Review**

## **School Performance**

### **1. Promoting Continuous Development of School**

- 1.1 The school attaches importance to the professional growth and team spirit of teachers. In addition to encouraging teachers to attend different training activities, the management lets them review the teaching effectiveness and exchange ideas through peer lesson observations and curriculum meetings. To promote communication and encouragement among staff members, the school organises religious gatherings to foster team bonding. The management and senior teachers help newly recruited teachers to get familiar with the work environment and requirements while following up on the adaptation of the new recruits. This arrangement is appropriate.
- 1.2 The school has followed up on the recommendations of the previous Quality Review to set specific objectives and implementation strategies for the development plans as well as reviewing and improving the plans on a regular basis so that the plans can achieve the expected results. The school recognises the rationale of school self-evaluation (SSE). The management leads the team to analyse the school context and children's needs to formulate the priority tasks of the new school year. In this school year, the school regards consolidating teachers' skills in promoting children's learning through play as its major concern. It adopts strategies such as teacher training, design of play activities and environment set-up in order to enhance children's learning interest and effectiveness. These strategies are generally in line with the work objectives. Another major concern of the school is to foster the five developmental objectives in children by letting them take part in the activities of uniformed groups. Uniformed groups are first established in K2 this school year and are expected to be established in both K2 and K3 the next school year. The plan has been implemented as scheduled.
- 1.3 The school has a clear mechanism for teachers to observe and record children's development in their daily work. In tandem, teachers maintain close liaison with parents and related professionals to refer and assess children timely, hence providing effective support services. The school cares for the adaptation of the newly

admitted children. Apart from letting parents carry out activities with children at school during the adaptation period, the school also arranges for children of senior grade levels to greet and accompany the newcomers to the classrooms so as to increase the newcomers' sense of security. In order to help K3 children be psychologically prepared for primary school life, the school facilitates them to know about the learning mode in primary schools, including arranging simulated lessons and recesses, and organising primary school visits, so that parents and children can understand on-site the environment of primary schools. The school arranges parent lesson observations to keep parents informed of their children's learning and needs. It also holds parent talks in response to parents' needs so as to improve their skills in parenting. The school actively invites parents to be parent storytellers and participate in parent-child activities to strengthen their sense of belonging to the school as well as home-school cooperation, thus supporting children's healthy growth with concerted efforts.

## **2. Learning and Teaching**

2.1 The management leads teachers to devise an integrated curriculum with learning themes. The curriculum content covers all learning areas and is in alignment with children's life experiences, catering for children's developmental needs comprehensively. The school incorporates moral elements like being positive and respecting others into the curriculum content to facilitate children's moral development. To keep pace with the curriculum development trends, the school implements national education. It enhances children's understanding of Chinese culture by letting them experience the custom and foods of festivals, create artworks such as lanterns, ink paintings and Chinese opera masks. Moreover the national flag raising ceremony is held and the national anthem is played and sung on special occasions to cultivate children's proper attitude towards the ceremonies. The school provides children with whole-class, group and individual activities. The daily schedule is balanced that children have sufficient opportunities to participate in music, physical, art and free choice activities every day. However, some pieces of homework in Early Childhood Mathematics of K3 are inappropriate. The school must remove those homework in order to meet children's learning and developmental needs.

2.2 The school has a sound curriculum management mechanism in place. The

management discusses with teachers the teaching objectives and environment set-up through meetings. It conducts classroom walkthroughs and scrutinises curriculum documents to get a grasp of the curriculum implementation. Teachers possess reflection skills. They evaluate the effectiveness of learning and teaching according to children's performance and activity design while making concrete suggestions for improvement. At the end of a school term, the management reviews the curriculum with teachers and collates the teaching reflections to inform the curriculum planning.

- 2.3 The school assesses children's learning experiences through continuous observation. It also develops learning portfolios for children to maintain information including thematic assessment forms, observation records and children's work as evidence of children's growth. Furthermore, parents record children's living habits, emotions and behaviour at home to let teachers understand children's development in a more comprehensive way. At the end of a school term, teachers give an account of children's learning performance and developmental progress to parents. Teachers also make use of the assessment information of child learning experiences to adapt teaching to cater for children's diverse needs.
- 2.4 The school considers deepening teachers' skills in promoting children's learning through play as its major concern this school year. Teachers design interesting learning activities, such as story theatre, art creation and exploration, which are conducive to increasing children's engagement and interest in the activities. Manipulative materials are also provided for children's sensory learning. As observed, teachers provided watercolours for children to paint in art activities. Children mixed colours on their own to finish their creation. During physical play, children constructed an obstacle course with hula hoops, paper bricks and plastic stones. They created games or thought of different ways of play. In the constructive corner, children made use of different materials to build models and toys, during which children unleashed their creativity as well as constructing their knowledge and developing their skills. Meanwhile, the learning activities provided opportunities for teacher-child and child-child interactions. The major concern has achieved accomplishments.
- 2.5 The school uses its space wisely that children have sufficient room for learning activities. The classrooms are bright and clean where teachers display children's works to cultivate a sense of belonging to the school in children. To tie in with the learning themes, teachers design different corner activities including creation corner, affection corner and construction corner. Materials are plentiful and placed neatly

in the interest corners for children to use conveniently. Children choose different art materials to draw or create three-dimensional artworks attentively. In the affection corner, children have the opportunities to let their feelings out in different ways. They talk to or play with peers, which helps to foster their affective development and enhance the chances for interpersonal communication.

- 2.6 Teachers care for children and accept their diverse needs while rendering individual support to children when necessary. Teachers leverage real objects, picture, etc., to facilitate teaching, enabling children to grasp the learning content. Teachers also ask questions to encourage children to give responses and express their thoughts. Children share their experiences and views in pairs, which is beneficial for improving their verbal communication skills. The music activities are organised and comprise singing, rhythmic movements and musical instrument manipulation. Children are engaged in the activities, thoroughly enjoying themselves. In physical activities, teachers demonstrate first, then watch children's performance closely and correct children's movements in a timely manner. Children have favourable body coordination that helps develop a healthy body.
- 2.7 Children love going to school and learn diligently. They follow teachers' instructions, respect the rules and take part in classroom activities with enthusiasm. They eagerly respond to teachers' questions and are willing to share their life experiences. Children get along well with peers. They are able to share materials with others and play together, showing pleasing social development. Children's self-care abilities and personal hygiene are also good as they are able to take off and put on their shoes by themselves as well as tidying up the place during activities, and wash their hands before eating.

### **3. Recommendations for Enhancing Self-improvement of School**

- 3.1 The school has established a SSE mechanism and adopted a whole-school approach for self-evaluation while preparing work plans collaboratively and reviewing the effectiveness of each task regularly. Nevertheless, regarding the work plan of establishing uniformed groups to foster the five developmental objectives in children, the management must lead the team to set forth diversified work objectives and strategies to enhance the effectiveness of the plan and promote the continuous development of the school.
- 3.2 The school selects the learning content that corresponds to children's life

experiences, which is conducive to enhancing children's interest in learning. Yet, some pieces of K3 homework fail to meet children's abilities and developmental needs. The school must review and remove those homework.